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PEER MEDIATION THROUGH LEADERSHIP

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Middle Grades Option

by
Maureen Jacks
Jennifer Arjo

June 1996

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ABSTRACT

Despite the general assumption that middle school students are capable of making adult decisions there has been little integration of conflict resolution skills in the middle school level. The primary reason for this discrepancy is that teachers expect conflict resolution skills to be taught at home. A review of the related literature states that resolution skills are not being taught at home and that school sites must take on the responsibility in order to produce responsible citizens. In order for conflict resolution to be effective on a middle school campus both students and teachers must receive inservicing and guidelines must be set. The guidelines include needs assessment, inclusion of teachers, students mediator training, hands-on experiences, long term commitment, and incentives. Specifically, this project is a plan for developing a conflict resolution program following the guidelines. Also included as part of the inservice plan are teacher / student surveys, evaluations, and student handbook as well as a weekend training inservice that serves as the hands-on process.

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Chapter One: Introduction

The center for Disease Control and Prevention in Atlanta reported that between the years of 1980 and 1982, there was a 120% increase in suicides among 10 to 14 year-olds. In addition, the U.S. National Center for Health Statistics reported that 300 children ages 5 to 14 committed suicide within 1992 (Vedantham, 1995). As these statistics increase society must step in to reverse the rise in teenage violence.

Some teenagers are expressing their frustration towards others. "Every two days, guns kill the equivalent of a class of 25 youngsters and injure 60 more, according to the Children's Defense Fund, which has a memorable way of presenting statistics. Adolescents between the ages of 10 and 19 are killed with a gun at a rate of one every three hours. In fact, an American child today is 15 times more likely to be killed by gunfire than was a child in war-ravaged Northern Ireland before the recent peace talks" (Sautter, 1995). As statistics continue to report the third leading cause of death within our youth is homicide. The killing of one human being by another is on the rise.

Teenagers are 2 1/2 times as likely to be victims than those 20 years of age or older.

The U.S. Department of Justice continues to release statistics that support the danger our youth exist in within our society. In July 1994 violent crimes against juveniles between the ages of 12 and 17 had risen nearly 24% between 1988 and 1992. In 1992 one in four violent crimes involved our youth (Sautter, 1995). The easy availability of firearms is a major cause of the violence our youth is having to survive or die in.

Some politicians feel that initiating new or more crime bills is the answer to our societal woes. More police on the streets and enlargement of our prison system are clearly not the answer. Statistically there are already 3 times as many people in jail than 15 years ago. This supports the concept that the problem starts within the community and ultimately at home.

Our children are continuously being victimized by the fear, anger, guilt, anguish and sense of helplessness that coexist with campus violence. This victimization does not begin as our children set foot on the school yard. As the National School Board Association concluded, the disintegration of the family and the increasing depiction of

violence in the media and music are the realities one must weigh when discussing the Freedom of Speech verses the safety of our youth. The entertainment industry must also accept the responsibility of the increase in violent youth crimes. Once responsibility is accepted than choices must be made. Clearly mere rating of violent material has not been successful. We must insist that the next step is made and alter what is generated by our entertainment giants.

As the single-parent family becomes more prevalent, the destruction of the nuclear family a reality, our society values must change. Principals, teachers and counselors must be open to the struggles and difficulties our middle grade youth encounters. With this understanding the community must work hand in hand with family and staff of the schools to prevent further increase of statistics of violent acts towards our youth.

With the increase of violence towards middle school youth our role must change as educators. In order to instill our youth with life long learning aspirations we must first make it a safe learning environment. If we are serious about reducing violent behavior within our schools we must analyze the dynamics of our culture. Our youth must be aware of the ways they can express their emotions. Staff

members must also be knowledgeable and capable of providing experience that will allow acceptable expression of these emotions.

Many schools have decided to control this increase in violent behavior through the implementation of certain security measures. The institution of metal detectors, armed police guards, and locker searches will not alleviate the underlying causes. Many students believe that they are neither valued nor respected by society and thus strike out in a violent manner (McCall, 1992). In order to reach the cause of violence we must understand our students' thoughts and desires. This has been achieved through Peer Mediation programs that are able to keep the small, everyday problems that teenagers face from escalating to violence (Agulnick, 1992).

Summit Intermediate school is nestled in the foothills of the San Bernardino Mountains. Our community is based on the Freeway Philosophy. The majority of our parents commute a minimum of 45 minutes to and from work. Thus, creating a "Home-Alone" reality for our students.

The population of our middle school is 660, 50.3% male and 49.7% female. Ethnic break down is as follows: 44% White, 31% Hispanic, 12% African American, 13% Asian/Pacific

Islander. This make-up relates to a middle to upper-middle class social status. In order to maintain the economical status two parent incomes are required. Within our community there exists a small percentage of single-parent families that are dealing with the emotional and financial struggles of the middle class.

Within the first year of existence Summit Intermediate School compiled the following disciplinary statistics:

Physical Injury	54
Weapons	3
Drugs	10
Vandalism	2
Stealing	6
Tobacco	1
Profanity	10
Disruptive Behavior	368
Truant	11
For File Only	339
Time Out	117
Horse Play	30
Excessive Tardies	1
Dress Code Violation	1

After review of the above concerns we chose to focus on the two highest categories. Disruptive Behavior causing an interruption in the educational environment of the Summit Classroom ranked as the greatest time consuming problems that our administrative personnel needed to direct their attention to. The second area "For File Only" represents 339 incidents that staff felt a need to document these concerns into individual student file. This documentation

does not advance to parent or guardian until a second offense is recorded.

Combining these two areas our Peer Mediators could possibly find themselves involved in 707 documented disciplinary actions. Thus, proving Summit Intermediate will benefit from peer involvement with the pressures brought on by the Middle School Years.

As the National School Board Association concluded the disintegration of the family and the lack of parental supervision in the homes, our students must grow up and handle issues and concerns on their own. When peer pressures, school issues and personal problems develop our students are truly caught in the middle. Without the guidance, wisdom and caring attitudes of adults many students lack the ability and wisdom to resolve any and all conflicts.

Peer mediation is a method for negotiating disputes and finding resolutions, between parties in conflict, instead of compromising feelings or needs. Peer mediation works well in a school setting because it allows students to gain power. The more students become empowered to resolve their differences peacefully, the more responsibly they behave.

By creating this project we hope to establish a workable curriculum for Summit Intermediate School's mediation program. We will be focusing on our 7th and 8th grade students in the initial phase of this elective course. Our curriculum will allow students the opportunity to serve as peer mediators on campus. This program will also allow students the opportunity for peer intervention before the problem escalates to the point where an adult must step in. We hope to create a curriculum that will allow students of different cultural backgrounds a safe haven to express their thoughts, feelings and concerns.

Currently, Summit Intermediate has not provided an available or feasible outlet for our students to relieve stress and/or concerns. Without an avenue for middle grade students to express their frustration disruptive behavior will usually follow. With support from our school site council parents a peer mediation program will be the solution to many students caused confrontations.

As the teachers of the present leadership class we have observed the need for mediation among our students. The office staff, as stated by our statistics, is often swamped by the petty problems brought on by the teenage years. The office staff has the responsibility of handling these issues

due to the lack of on-site counselors. With no hope of finding funds to provide on-site counseling we are looking for alternatives. Therefore the establishment of a peer mediation program, will provide an avenue for all students that are seeking help. We also hope to elevate some of the more time consuming issues from the office.

As of now, students report their "problem" to the school clerk, who has them fill out an incident report. The incident report is then turned over to either the assistant principal or principal. Depending on the severity of the problem the response time will vary. In many incidences, the explanation of the problem takes longer than the solution. For this very reason we feel that peer mediation would allow the administration to resolve those problems that are of a more serious nature.

As a result of providing mediation, students may choose to ask for help before the problem elevates into a scuffle or referral situation. Students have often been heard making the comments, "No one understands," "No one has time for me," "They don't care." Due to the lack of on-campus counselors this scenario may appear to be true.

As we have found out, our one day a week counselor is simply not enough. Students are referred to counseling by

either their parent or by a teacher. If all of the paperwork is returned the child is placed on a waiting list. The waiting list this year became overwhelmingly long. The counselor only sees a student for six weeks and then, ready or not, the student is back into the mainstream. Because our list was so lengthy the counselor ran out of time to see all of the students referred.

Realizing that we too will have time constraints we are not professing Peer Mediation as a "Cure All". Many obstacles will also need to be addressed within our program. Training of staff and peer mediators must be financed and supported by administration local and district wide. Within this training confidentiality will be addressed and listed as a major element in the success of our program. The safety of our peer mediator and peer is of utmost concern. Thus an area is needed that will be controlled to ensure that both individuals will feel safe and relaxed.

By providing a peer mediation program we do expect many positive changes. With the reduction of trivial problems referred to the office we anticipate increased productivity among those who staff the office, proctors, teachers and students. Students will have the opportunity to express their concerns on a daily basis, hopefully eliminating the

build up of concerns that may lead to more serious problems. With the elimination of day to day problems, the counselor should be able to use his time more effectively to handle major crisis that can not be resolved through peer mediation.

We anticipate a radical change within our school environment. Providing our student population with ways to deal with "middle school" problems creates a climate of harmony. Within our climate of harmony we would hope to see less racial tension, more cross grade level experience and more school pride. Our culture would also provide more learning experiences in the classroom due to the reduction of classroom interruptions.

As classroom interruptions are reduced students will be able to stay better focused on what is being taught. By focusing on what is taught students should feel more successful when completing tasks. It is to be hoped that if a student feels success in the classroom this will flow into other aspects of their life. Success in all areas of a student's life will help to build positive self esteem. If a child needs a self esteem boost or needs a place to go to find ways to resolve conflicts the peer mediation program will be there to help.

Chapter Two: Review of Literature

The Need to Understand Adolescent Development

Although common sense would lead us to believe that adolescence is a trying period in a child's life it would be interesting to see how literature supports this idea. In the book, Fatal Choices, Hechinger defines adolescence as an unfortunate "phase" much like a temporary illness, that with time and perseverance, will allow the "patient" to recover (Hechinger, 1992). But in reality, adolescence is no illness. Children between the ages of 10 to 18 are being asked to make adult decisions without the proper skills or knowledge to make healthy decisions. This lack of sufficient problem-solving skills allows adolescence to find themselves in high risk situations.

Adolescence can be a time of self doubt, of loneliness, fear of failure and of ambivalent relationships with peer and adults (Hechinger). During these times adolescents call out for understanding and guidance. Adults need to learn to listen to youngsters in attempt to understand them.

"Adolescents are not a lost cause...people working in policy seem to believe incorrectly that it's too late to intervene in the lives of anyone over the age of six"(Hechinger).

In a society where most adolescents spend less than forty minutes a day with their mothers and less than five minutes a day alone with their fathers, many adolescence are left to "experimenting" with adult behaviors. Participating in high risk behaviors such as drinking, smoking and sex lead the way for such serious health problems as addiction, pregnancy, AIDS and depression (Fierstein and Cerny,1995). Why do these high risk behaviors plague adolescence? These behaviors generate questions about an adolescents search for identity and self esteem. Without answers to these questions teenagers often feel useless due to a non defined role(Nightengale,1988).

When discussing the need to understand adolescents one must remember that they are not a homogeneous group of individuals(Santrock,1993). Most adolescents negotiate the path into adult maturity successfully, but too large a minority does not. Ethnic, cultural, gender, socioeconomic, age and life-style differences influence the actual life trajectory of each adolescent(Santrock). Different portrayals of adolescence often emerge, depending on the

group of adolescents being described. "Some of the problems faced by today's adolescents involve adults idealized images of what adolescents should be and society's ambivalent messages to adolescents.

Addressing the Needs of Adolescence

How do we support adolescence and is there documentation that says we should? "Every child needs to be attached to a responsible adult who pays attention to that child's individual needs" (Dryfoos, 1990). The sad reality is that young adolescents at every economic level are often neglected by adults-even within their own families- or become lost in the mass, victims of large institutions that undermine their healthy development (Hechinger).

With the American family under a great deal of stress contemporary youngsters are lucky to get any guidance in character education. The 1992 report by the National Research council says that the United States is now the most violent of all industrialized nations. "For the first time ever, the risk of violence to teenagers is greater in school than on the streets" (Townsend, 1992).

If parents are not taking time to teach values, then whose responsibility does it become? A concerted effort by both political leaders and educators must take place. This does not mean that a teacher should use the classroom to push their point of view on any particular political issue. But it does mean a teacher teaches values by quietly helping kids to learn honesty, responsibility, respect for others, the importance of serving one's community and national ideals which have sufficiently universal appeal to serve as the founding and guiding principles of this country(Townsend). Values education also means teaching lessons about the meaning of friendship, anger, stealing and responsibility, simply being polite, respecting others and serving the needs of those who are less fortunate(Townsend).

Teaching values helps adolescence answer such questions as: What kind of person am I? Does anybody care? Can I make a difference? How can school help me in my future? Am I making a fool of myself?(Hechinger). Do the answers to these questions actually help an adolescent define his identity or self esteem? The following statistics say yes. A survey of 176 schools that have adopted a values curriculum found that 77% reported a decrease in discipline

problems, 68% boasted an increase in attendance and 64% showed a decrease in vandalism(Townsend).

Our central mission as a middle school is to help adolescents acquire the skills and knowledge necessary for success within adulthood. But to assume that we as staff members alone can support adolescents in their transition to adulthood is a gross understatement of the overwhelming task of helping students to deal successfully with the increasingly complex demands of our society.

The Center for Early Education created the following seven areas to be used as a basis for designing an appropriate program to meet the needs of adolescent development:

1. Positive Social Interactions

Critical adult social interaction can be provided through strong advisor/advisee relationships, participation in activities and informal activities outside the classroom. Constructive peer interaction can be found in small group learning activities and peer-helping programs.

More coordination between schools and youth serving agencies would increase the likelihood of adolescents developing positive likes with adults and peers.

2. Structure and Limits

Students need to be included in the development of the rules and in the consequences for failing to observe them. Adolescents need the security that is provided by clear limits so that they can learn and grow during this period.

3. Competence and Achievement

Schools need to stress positive expectations for all students, meaningful rewards and praises, well as opportunities for increased independence and responsibility. School opportunities need to be supplemented within the community, where programs based in religious institutions and cultural enrichment can provide opportunities for adolescents to learn and experience success.

4. Creative Expression

Middle grade curriculum needs to maintain a balance between core courses and specialized cultural activities, which allow for opportunities of self

expression. Programs conducted by community organizations maybe more appealing to young adolescents as more spontaneous and culturally appropriate than activities found with the school setting.

5. Physical Activity

Non-competitive physical education that involves all students, is an important aspect of school life. Community programs should supplement school programs by stressing participation, irrespective of development and skill levels.

6. Participation in the Community

Student initiated community activities and school improvement projects are ways in which schools can engage students in meaningful participation.

7. Self-Definition

It is only in the larger community that adolescents learn to find meaningful roles for themselves as they move into adult society(Loda,1992).

"To support a healthy sense of self esteem, adolescents need opportunities to feel competent and successful...One strategy is to help them discover their talents and develop their feelings of competence in valued domains"(Hechinger).

Peer Mediation Programs

School violence continues to rise within our country. What was once solved through verbal conflict our youth are now solving via gun battle. It is not uncommon to pick up a newspaper or turn the newscast on and hear about another youth disagreement ending with one disputant mortally wounded. A 12 year-old fired a semi-automatic pistol on a school yard because a classmate slapped his face. A 9 year-old boy shoots a 7 year-old girl over a Nintendo match. A 15 year-old is killed by his best friend over a girl.

These violent actions are common place across our country. We must pull our heads out of the sand and agree that we must intervene. One way to succeed is Peer Mediation/ Conflict Resolution. In the 1980's the Community Board Program in San Francisco and Children's Creative Response to Conflict in Nyuack, NY began the spread of conflict resolution programs to our public school systems.

These conflict mediation programs have proven to be a positive and successful method of having students deal with their problems throughout life. Conflict has and always will be part of our lives as humans need to interact with others. This interaction at times creates a disagreement.

The point that makes one civil is how this disagreement is dealt with or managed. Conflict allows for personal growth or social change. This conflict creates an opportunity to learn and create. Finding positive solutions to such conflict is the goal of all peer mediation programs.

Dr. William Glasser explains that all conflict originates from within. The external interaction is motivated by the desire to satisfy certain internal needs. These internal psychological needs are:

1. The need to belong- loving, sharing, and cooperating with others.
2. The need for power -- achieving, accomplishing, and being recognized and respected.
3. The need for freedom -- making choices in our lives.
4. The need for fun -- laughing and playing (Schurumpf, 1991).

These four needs will cause internal conflict and one must become a master in juggling in order to feel satisfied.

Conflict can be grouped into three categories:

1. Unmet Psychological needs: If an individual feels that their psychological needs are being threatened than a

resolution can not be met. Psychological needs are satisfied by people not things.

2. Limited resources: Time, money, property are the easiest conflicts to resolve.

3. Different Values: This type of conflict is the most difficult to resolve. When values are involved one may feel as if they are being attacked on a personal level. As one feels threatened defensive and stubborn behavior is exhibited (Glasser, 1984).

As school site management systems become more prevalent throughout our nation we at each campus must decide how we will deal with violence and the resolution of conflict! Within any school mediation program one must make some assumptions about human behavior. As stated by the National Association for Mediation in Education (Volume 10, Spring 1987) the following assumptions may be universal:

1. That conflict is an unavoidable part of living which can be used as an opportunity for student learning and personal growth.

2. That since conflict is unavoidable, learning conflict resolution skills is as "educational" and as essential to the long term success of young people as learning geometry or history.

3. That students can resolve their conflicts with the assistance of other students as effectively if not more effectively than they can with the assistance of adults.

4. That encouraging disputing students to collaboratively resolve the causes of present conflict is a more effective method of preventing future conflict (and developing student responsibility) than administering punishment for past actions.

All peer mediation programs have a common goal that is to help students, teachers and staff in finding positive solutions to their problems and/or conflict. All programs follow a basic process: First, the individuals involved in a dispute must agree to come together and participate. Second, the mediator covers the ground rules such as, no interruptions, no put downs, no violence. Third, each individual tells their side of the story to the mediator. Fourth, the mediator paraphrases and clarifies. Fifth, the individuals are guided towards a dialogue on how to resolve their conflict. Finally, they agree upon the best solution, put it in writing and sign the contract. A follow up meeting may be initiated to ensure the solution is working. Through this process each individual has a buy-in to the solution. Each individual experiences as increase in self-

worth and value. If administration buys into their solution and shows the support needed for a successful program most agreements hold. As stated by the Association for Supervision and Curriculum Development (Volume 35, Number 10, December 1993) "Around 80-90 percent of peer-mediated agreements hold a higher rate; than if the principal just lays down the law," says Vergil Petersen of the University of West Virginia. "The disputants own the solution," he says, "because they have hammered it out themselves."

Not all problems need to be sent to peer mediation. Many problems are severe enough that adult intervention must be prevalent. Any conflicts involving violence, weapons, illegal activity, suicide or abuse allegations must be escalated to an adult or authority figure on campus. Our youth must be knowledgeable to know when an issue is beyond their training.

Specific skills that are needed to be effective are self-control, communication, problem solving, critical thinking and planning. Once the mediator possesses and develops these skills they are ready to deal with their peers and their conflict. Due to the fact that our society

is competitive even conflicts become a push for a win/lose attitude.

Peer mediation re-educates the participants that a win/win situation is not only possible but also desirable. Creating a common goal empowers both parties to find a feasible solution for all concerned.

The benefits of a peer mediation program per Fred Schrupf, Donna Crawford and H. Chu Usadel (Peer Mediation Program, 1991) are as follows:

1. Peer mediation teaches students to see conflict as a part of every-day life and an opportunity to grow and learn.
2. Peer mediation can be more effective than suspension or detention in teaching responsible behavior.
3. Peer mediation can help reduce violence, vandalism and absenteeism in schools.
4. Peer mediation reduces the time teachers and administrators deal with discipline.
5. Peer mediation is a life skill that empowers students to solve their own problems through improved communication, problem solving, and critical thinking.
6. Peer mediation promotes mutual understanding of various individuals and groups throughout the school community."

The benefit is not just one sided. All students that participate even the peer mediator benefit through an increased sense of internal control and ultimately positive self-esteem.

Teaching Students to be Peer Mediators

Discipline problems plague classrooms and schools. Students argue, threaten, tease, steal and harass one another. Racial and cultural tensions are increasing and violence is on a continuous up swing. Conflicts between students and staff occur often and consume considerable teacher and administrative time.

Traditional discipline programs require an adult to monitor student behavior, determine whether it is or is not within the bounds of acceptability, and force students to terminate inappropriate actions (Johnson, Johnson, Dudley and Burnett, 1991). These types of discipline programs teach students that adults are needed to resolve conflicts. This approach does not empower students. Adults become more proficient in their ability to control students, but students do not learn the procedures and skills required to resolve conflicts.

Another type of discipline program depends on self regulation. Self regulation is the ability to act in socially approved ways in the absence of external monitors (Johnson). Students must monitor their own behavior, evaluate situations, make decisions as the appropriate

behaviors and master the procedures and skills needed to reach the desired behavior.

In order for students to regulate their behavior, students must have opportunities to (1) make decisions regarding how to behave and (2) follow through on the decisions made (Johnson). When students participate in matters that affect their feelings of control and autonomy are promoted.

One such way for students to participate in the regulation of their behavior is for them to participate in peer mediation. Individuals agree to peacefully solve their differences. When mutual problem solving occurs the following outcomes may result:

- Individuals are placed in a situation where both of them believe that they have been heard.
- Examining disagreements to see if there is a way of solving them.
- Choosing alternatives that meet both of their needs, rather than just the needs of one person or of neither of them (Wheeler, 1995).

The advantage of having same age group mediators is the buy in of fellow students. Students presenting the conflict feel that mediators will stay neutral as the disputants work through the problem-solving process (Wheeler). What are the

characteristics of an effective student mediator? The following composite has been offered:

- Has confidence and strong character
- Is perceived as a leader
- Has good understanding of the conflict management process
- Writes agreements clearly
- Is reasonably direct
- Possess leadership qualities
- Is caring and helps others
- Is a good listener and questioner (Araki and Takeshita, 1991).

Once students have been identified as possible candidates for the peer mediator program training begins. Students need to learn how to negotiate solutions. In the negotiation process, students need to define their conflict, exchange positions and proposals, view both perspectives, and reach mutual agreement. Johnson and Johnson suggest the following procedure:

1. State what you want: "I want to use the book now."
2. State how you feel: "I'm frustrated."
3. State the reasons for your wants and feelings: "You have been using the book for the past hour. If I don't get to use the book soon, my report will not be done on time. It's frustrating to have to wait so long."
4. Summarize your understanding of what the other person wants, how the other person feels, and the reasons underlying both.
5. Invent three optional plans to resolve conflict.
6. Choose one plan and shake hands (Johnson and Johnson, 1991)

Once students have learned the skills of negotiation and can use those skills successfully then they are ready

for the resolution of real conflicts. Mediation is easier and more effective when students are previously trained in the negotiation process.

Following is the *mediation procedure* the students are taught (Johnson).

Introduction: When mediating a conflict, the class mediator first introduces him or herself. The mediator asks students if they want to solve the problem and does not proceed until both answer "yes".

Guidelines: The mediator explains:

- a. "Mediation is voluntary. My role is to help you find a solution to your conflict that is acceptable to both of you."
- b. "I am neutral. I will not take sides or attempt to decide who is right or wrong. I will help you decide how to solve the conflict."
- c. "Each person will have the chance to state his or her view of the conflict without interruption."

Rules: The rules students must agree to are:

- a. Solve the problem.
- b. Do not resort to name calling.
- c. Do not interrupt.
- d. Be as honest as you can.
- e. If you agree to a solution, you must do what you have agreed to do.
- f. Anything said in mediation is confidential.

Teaching students negotiation and mediation procedures and skills results in a school wide discipline plan that

empowers students to regulate and control their own behaviors as well as their classmates'. Teachers and administrators are then freed to spend more of their time and energy on instruction.

Staff Inservice

As we note the increase in violence within our youth and accept the responsibility to make a difference, we look towards noted successes. Over 5,000 schools nation wide have instituted some kind of peer mediation program and have professed success. One common reason for success is the support of the staff. The training of the staff must occur to insure that the adults on the campus model the conflict resolution techniques. If they cannot resolve their own conflicts they cannot help students in their fight to control student tempers(Willis,1993).

To ensure the success teachers, staff and administrators must support any program that is brought on to campus life. The following points should be stressed when enlisting the support of staff per Fred Schrumph, Donna Crawford, H. Chu Usadel(1991):

1. Conflict is a part of everyday life, an opportunity from which to learn and grow.
2. Peer mediation can be more effective than detention or suspension in teaching responsible behaviors.
3. Peer mediation can help reduce violence, vandalism, and absenteeism.
4. Peer mediation can reduce the time teachers, administrators, and counselors deal with discipline problems.
5. Peer mediation is a life skill that empowers students to solve their own problems through improved communication, applied decision making, and critical thinking.
6. Peer mediation promotes peace and understanding of individual differences in our multicultural world.

Townley (ASCD, Volume 35, Number 10, December, 1993) also recommends that schools should begin with staff development. Once the staff models the successful method of conflict resolution the students will be supported in their efforts. This will allow peer mediation to be part of the make-up of the school not just an add-on program. Through the same training as students, role playing will be utilized to change behavior.

Concerning the fear of peer mediation becoming only a fleeting Band-Aid to solve a serious problem we must examine programs that are current on-site successes. Townley cautions, "Although peer mediation programs are "wonderful," they are limited to a small group of people - and therefore provide only a limited impetus for changing behavior and attitudes" (Willis, 1993). Experts also caution that

mediation programs are not a panacea. A program can not solve violence but must be seen as a tool towards improved communication and understanding. Serious violence will be reduced only when all educators work with the whole school community. If we agree that conflict resolution is a basic skill for all kids than we must inservice our teachers in transferring this skill to their students.

Teachers have the freedom and ability to instill the peer mediation curriculum into the traditional subjects. Dieringer suggest (Willis,1993) that the studying of literature could allow the analysis of conflict between characters. Within the areas of math and science the study of environmental conflicts would create a wonderful forum of how the real world deals with differences. As these programs are put in place most educators will make up content time through less time needed to work on conflict or behavioral problems.

As peer mediation programs are established one major hurdle must be overcome. Without a commitment of support from administration and faculty including financial support and organizational assistance a peer mediation program will not succeed (Cohen,1990). Teachers working in schools where peer mediation programs are in place have noted a positive

change in not only their students' attitudes but also their own attitudes about conflict(Harper,1993).

As stated within the literature a successful peer mediation program will not last time if only a few faculty members are supporting the on-going program. All members of the staff must be trained and willing to support the peer mediation program. As educators the constraints and requirements continue to stress the classroom environment. As teachers who have survived the implementation of such programs our staff will be willing invest in up front training to eliminate back end conflict.

Chapter Three: Implementation

Student Inservice

Once Administrators, Teachers and Staff members have accepted and have agreed to support a Peer Mediation Program on-campus inservicing may begin. Prior to any training we must first agree upon a definition of "Peer Mediation". The National Peer Helpers association defines Peer Helping as: " ...A variety of supportive services initiated by peers in diverse settings. Sometimes students just need someone to listen to their problems and to help sort out the options open to them. Peer helpers are good listeners and are skilled in the difficult task of helping others to solve their own problems, rather than solving problems for them. Although they assume different roles, peer helpers are not used in place of licensed or certified health professionals or as mental health practitioners. They often serve as referral sources for students who need professional help. Peer helpers provide peers with opportunities for learning, guidance, emotional support and growth. By helping others they often increase their own self esteem and personal functioning" (San Francisco Peer Resource Program). Working

within this definitions our training will focus on listening skills, understanding of individuals behaviors and motivations, skills in helping others solve their own problems, dealing with conflict, knowing when to escalate a concern and providing guidance and emotional support. To reach these stated goals we will utilize a weekend training program and supplemental with on-going meetings 2 to 3 days per week. As the teachers of the leadership class we will focus on the students within the existing leadership class. This class meets daily at the end of each day and is an elective course. We currently have 50 students registered and will require all 50 to participate. We realize however that all 50 will not be effective peer mediators but contend that this training will be beneficial for their own self esteem and self acceptance.

All students will be given a letter addressed to their parents outlining the peer mediation training. This letter must be signed and brought back to class.(Appendix A) The weekend training will take place during the first month of the school year. A copy of the overall agenda can be located in Appendix B.

To achieve the greatest benefit from this two-day training program the environment must be enticing to group work. Preferably off-campus site would be most effective however, due to money constraint we must work within our own campus. The Summit Cafeteria will be the location of our training week-end. As stated by Fred Schrupf, Donna Crawford and H. Chu Usadel (1991) the best environment is one that allows for movable chairs and small round tables. They all believe that off campus is desirable but to choose from providing training or not because we can't afford off-campus I would choose too hold the training on-campus.

Material that must be gathered prior to the training includes a copy of the student manual (Appendix C) one per participant. In order to ensure good communication a flip chart, and markers must be provided. Also have available pencils and pens for each participant. The other material that will be necessary are masking tape rolls and name tags for each student including the leaders.

Not only the environment but the climate is also a key element in a successful training session. The atmosphere must be cooperative and supportive to encourage all students to take risks, share and become active participants. One method in achieving this is for the leaders to model through

the sharing of personal experiences. To encourage active involvement with a student who is reluctant one may suggest to that student to relate an experience of a friend's versus their own.

After welcoming the students to the training session we will discuss and agree upon the definition of peer mediation. The next step is to relay to the participants that the four major areas that will be covered are (1) The causes and results of conflict (2) The role of the mediator (3) Communication skills (4) Steps in the mediation process.

The first step in understanding conflict our students must realize that whenever people live, work and play together a disagreement may result. Conflict is a natural part of life and thus can be handled in a positive or negative way. Depending on how one decides to deal with conflict can create either destructive or constructive results. Humans need some conflict in their lives to develop personal growth and social change.

To understand conflict we must identify the source of conflict. As Schrupf, Crawford and Usadel (1991) state: "Most every dispute between people involves the attempt to

meet certain basic needs for belonging, power, freedom or fun.

- Belonging: Loving, sharing, and cooperating with others.

- Power: Achieving, accomplishing, and being recognized and respected.

- Freedom: Making choices in our lives

- Fun: Laughing and playing"

Thus conflict is not caused by people or situations it is the need to achieve a basic need.

Our students must realize that most people respond to conflict in one of three ways: Avoidance, Confrontation, or Communication. If avoidance is the chosen method of dealing with the conflict you will notice that the individual will withdraw from the situation, ignore the problem and/or deny their feelings. Thus, if one avoids the conflict a resolution can not be accepted and ones basic needs not met.

Within the area of confrontation one will express anger, verbal or physical threats, or aggression. If this response is used a win/lose attitude towards conflict exist. This attitude prevents reaching a solution that is mutually satisfying.

The third response is resolving conflict through communication. When communication is used than people agree to try to understand where each other stand on a given topic. This method promotes a win/win situation and thus meets each others basic needs. To ensure understanding review the conflict diagram found in Appendix D.

The next major area will be the role of the mediator. All participants must understand that the main role of every peer mediator is to build trust and cooperation. Through this trust one may begin to help others resolve their problems or concerns. We can identify five characteristics that exist when a peer mediator is successful. All peer mediators must remain unbiased. They must be neutral and objective. An empathic listener is one who tries to understand what his peer is feeling. Thirdly, they must always be respectful. Each mediator must have a desire to help people. Finally, each peer mediator must keep all information in a confidential manner. This confidentiality must be developed and built. All peer mediators must ensure their peers that discussion of individual problems will not occur. However, all peer mediators will be able to identify when a serious problem must be escalated to an adult and understand that this is not a breach of confidentiality.

The last area of training will focus on communication skills. All our students must realize that communication is essential to the peer mediation process. Effective communication occurs when a listener hears and understands what the speaker is saying. Our students have experienced communication jammers but have never been trained to understand what they are or what they mean. Jammers are communication devices such as nagging, reminding, criticizing, threatening, lecturing, advising and ridiculing. When these techniques of communication are utilized the quality of relationships decline. It is important for our peer mediators to acknowledge all negative communication habits and replace those habits with more helpful forms of relating to others.

Our students will be exposed to the fact that communication also exists in the nonverbal form. The majority of what we communicate is done through body language. This behavior expresses meaning more clearly than words. The next main avenue of communication is through tone of voice. This contributes to 23% of the way we express feelings. It has been stated that only 7% of all communication is completed through words. As stated it is

important to understand nonverbal queues when dealing with peers.

Needs Assessment of Students and Teachers

As discovered in the literature review, signs of conflict on a campus indicate the need for a peer mediation program (Johnson, Johnson, Dudley and Burnett, 1992). As previously mentioned the number of referrals sent to the office places a burden on the secretarial staff as well as the administration. Using the statistics gathered through the computer a need is shown for a peer mediation program.

The computer print out for the 1994-95 school year shows the following:

Disruptions/Defiance	368
For File Only	339
Time Out	117
Physical Injury	54
Horse Play	30
Truant	11
Profanity/Vulgarity	10
Stealing	6

Using this information allows us, as the program coordinators, to concentrate on the areas of greatest needs. When we have a handle on those areas of needs we can better prepare our peer mediators for the problems they may encounter.

The statistics are only one valuable way to assess the needs of our students. A survey of the student body and teaching staff must also be taken into consideration. If the program is to be successful, the students who will receive the benefits of mediation need the opportunity to express their needs and concerns. In order for the teachers to buy into the success of the program we need to allow them to complete a needs assessment survey as well. The survey will be distributed to the students and teachers to be completed during our advisory period. This survey can be found in Appendix E. Completion of the surveys will give specific examples of the types of problems plaguing our student population.

By obtaining information from the student population and teachers, areas of concern can more accurately be matched to the training of the student mediators. As the student population and teaching population changes a needs assessment survey will need to be rewritten and

redistributed. Since the survey will be used as a critical training tool it will be administered before the training weekend takes place. By administering the survey early in the year ample time will be provided for critical analysis of the information provided. This early analysis will also allow instructors adequate time to prepare appropriate role playing situations to be used during the training weekend as well as on-going training for students involved in the Leadership class.

Inclusion of Teachers

The inclusion of teachers and administrators is critical if the program is to be successful. From the planning to evaluation stages, teachers and administrators should be informed about the program. In the needs assessment, teacher involvement is initiated by allowing them to express their concerns and areas of need. In this manner they are helping to create the situations upon which student mediators will be trained.

Another level of involvement has the teachers participate in the peer mediation process. As the trainers of student mediators we would suggest that a staff

development day be provided to have the teachers experience the process from a hands-on experience. This training is beneficial for all teachers as a tool to handle many of the conflicts that occur throughout their day.

Once the teachers have a better understanding of how the peer mediation program works an invitation would be issued to the teachers to use the peer mediation program s in their advisement classes. Teachers could request peer mediators to demonstrate the mediation process to students. This demonstration carries a two fold effect. The first being that students will gain an understanding of how the program works. And second, teachers have the opportunity to see the peer mediators in action. By asking the teachers to expose peer mediation to their students we are asking for their support and active participation in the program. It is our feeling that teachers will be more likely to support the peer mediation program if they can see the program being used in their classroom. While the inclusion of teachers is important to the success of any school wide program, teachers must buy into the idea that the program will benefit them as well. Why would a teacher support a peer mediation program? The design of the program can provide many reasons for buy in. Having peer mediators available to

handle time consuming issues on a daily basis allows classroom instructors to put more emphasis on teaching. This is one incentive used to entice teachers into accepting the peer mediation program. Other incentives are discussed at length later in this project.

Incentives

Wherever possible the peer mediation program should provide incentives for the administration, staff and student population. The design of this project offers incentives for those involved at each level of participation in the program.

Peer mediation works at the administrative level if it reduces the number of student-student conflicts referred by teachers to the office. As students become more familiar with the peer mediation process previous studies show that there is a reduction in classroom violence, verbal abuse, fights and criminal activity (Negron, 1992). As the school environment moves from one of violence to one of educational nurturing administrators can focus their attentions to making their school an institution of higher learning.

Allowing teachers to define the areas they see as greatest concern is intended to be an incentive. Knowing that many teachers consider teen age dilemmas an important component of adolescent development, teachers also consider these dilemmas major interruptions in their efforts to cover necessary material. Teachers regularly express their concerns that students are not provided adequate outlets to deal with daily dilemmas. The peer mediation program would allow an outlet for teacher referral as well as student generated use. With this outlet provided the teaching staff can spend time on matters other than discipline. After all the purpose of a peer mediation program is to keep the small, everyday problems that teenagers face from escalating to violence (Agulnick, 1992).

The most impressive incentive for administrators and educators should be the changes they will see in the student population. Students should come away from mediation feeling like a winner. For many, this opportunity will be the first time they will walk away from a conflict feeling that they have been heard. Students will be taught the skills necessary to choose alternatives that meet the needs of both parties, rather than the needs of just one person or of neither of them. Teaching students these skills empowers

them to resolve conflicts constructively in their personal lives at home in school, at work and in the community.

With more and more parents putting pressure on schools to return to character education, peer mediation provides the incentives to meet such requests. Mediation programs try to develop alternative to violence and physical conflict within schools. As students are being empowered with these alternative approaches it is hoped that students will carry these skills into their adult lives. Students who are trained and use conflict mediation on a daily basis create an environment of cooperation that extends beyond the immediate problem and into their daily lives. These newly acquired skills will benefit future employers as well as society in general. In an ideal situation students who have had the opportunity to participate in peer mediation will be more adequately prepared to deal with daily problems that may arise and have the ability to solve these problems in a manner that benefits all involved, without the use of any physical violence.

The above mentioned incentives effect all members of the school population. As there is a decrease in violence, students and staff members feel an increased sense of security on the school site. Students' levels of self-

esteem increase as they become empowered to resolve their own problems and to provide nonviolent solutions. These changes create positive changes in student attitudes. As students become more manageable a change in attitude also overtakes the faculty. As the faculty feels more empowered to teach without disruptions more instruction can take place. All these changes allow administrators to preside over an educational environment verses standing command over a raging battle field.

Long Term Commitment

A long term commitment is needed at many different levels to make this peer mediation program a success. Without full cooperation at the district level in regards to financial and organizational support the daily operations of this peer mediation program will not succeed. With budget funding at a premium, finding the funds to support this effort may take some creative financing. It may be possible to use some school improvement funds to fund this program as long as the program is effective in decreasing campus disruptions.

A commitment must be made by school administrators to support the program. Initially they must be willing to provide substitutes for the Leadership/Peer Mediation Trainers to attend inservices on relevant topics. Release time must also be provided for trainers to prepare for staff development days as well as the student training weekend. Time must be designated during staff development days early in the year to prepare other staff members for involvement in the program. A strong commitment must be made by the administration if teachers are to buy into the initial phase of the program. The administration must be willing to back the ups and downs that occur while a new program is being put into place. A financial commitment made towards student training will also need to be made. The ideal student training would involve providing an off campus site and a presenter to mediate the weekend. At the present time this is not a viable option so a commitment to use school facilities during a weekend would have to be made. On-going training will have to occur as the student population and teacher population change. Curriculum needs will need to be modified to meet the population it is meant to serve. Time will need to be set aside during the school year for teachers to evaluate the effectiveness of the program so the

administration and program coordinators can make appropriate changes.

Once the administration has made a commitment to supporting the peer mediation program the teaching staff will also have to make a commitment of support. There will be times when students are called out of class to be mediators and/or to work on resolving an issue. Teachers will need to utilize the mediators during advisement to expose students to the program. Referrals sent to peer mediation by teachers would show their commitment to making the program succeed.

We as the initiators of this program must not let our commitment to a peaceful school environment die. As the program moves along it is our responsibility to keep the administration abreast of our progress or to ask for help if we are struggling. The resolution skills we are teaching our students must become a part of our thought process so that we will be empowered to deal with the conflicts we will encounter. In our enthusiasm we have to remember that our peers may not be as enthused. We are the ones who will initially set the program up for failure or success.

Chapter Four: Evaluation

The evaluation of the peer mediation program will be based on the data accumulated from staff and students of Summit Intermediate. Information obtained from an evaluation questionnaire will be used to refine the planning and implementation of future peer mediation inservice. Appendix G contains the evaluation form that will be used at the end of each trimester. This form combined with the number of referrals will be used to evaluate the successfulness of our program.

Needs Assessment

Each teacher and student will be given an assessment survey, Appendix E and F. The data accumulated from these forms will help identify what areas we must focus on in implementing our peer mediation program. Reassessing will be necessary to ensure that all concerns are being met.

In summary, the evaluation of the needs assessment will determine if specific needs have been met. The evaluation process will also be a continuous process much like the

needs assessment. This trimester needs assessment will also be considered a method of evaluation.

Inclusion of Teachers

The purpose of the evaluation will help identify if our peer mediation program has positively effected the classroom environment. Involvement of teachers will include the birth of our program and extend throughout the implementation and evaluation process. The evaluation form found in Appendix G focuses on the effects of our program in the individual classroom environment. Questions one and two will allow each teacher to identify the personal effectiveness experienced through the implementation of the peer mediation program.

Long-term Commitment

Through the staff evaluation form, Appendix G, we will be able to surmise if the peer mediation program at Summit Intermediate will continue to benefit the entire staff. If our staff continues to see an improvement in student behavior and thus increase of instructional time our program

will be supported by all. The commitment by all members of our site is essential to ensure success of any and all programs.

Incentives

As stated previously the design of this project offers incentives for those involved at each level of participation within the program. Administrators will reap the benefit of decreased conflicts and referrals. Previous studies indicate that there is a reduction in classroom violence, verbal abuse, fights and criminal activity (Negron, 1992) thus allowing all to focus on academics instead of violence.

Teachers will benefit by defining the areas that they see as needs in providing a safe campus for all. The ability to cover academic matter without violent interruptions will be an incentive in itself. The peer mediation program's main purpose is to keep the small, everyday problem that teenagers face from escalating to violence (Agulnick, 1992).

The most important incentive is the increased self-esteem the students will experience from the peer mediation process. Student will be taught the skills necessary to choose alternatives that meet not only their needs but also

the needs of others. These skills will empower our students to resolve conflicts constructively in not only their personal lives but also at school. These skills will be carried into their adult lives and thus benefit the community as a whole.

Project Summary

This project as shown in a review of related literature that peer mediation is an affective method of resolving middle school concerns. The Etiwanda School District has one Psychologist on its' payroll for the 5,000 student enrollment. Obviously, the workload of this one individual does not allow for extra training or assistance in the daily concerns of a middle school. With this lack of counselors and the increase in student incidents we must focus on our only assets - our students. Through the training of our leadership class Summit Intermediate will benefit positively through the implementation of a peer mediation program. This benefit will allow teachers and students to maximize instructional time. Students and staff members will feel better about coming to our school site. Self esteem will increase for students as they gain empowerment to solve

their own issues. Teachers will gain self esteem as they are able to empower their students with knowledge administration will be able to spend more time running the school and less time being the judge and jury.

This project is expected to introduce mediation techniques to all members of our Summit population. These techniques if used on a daily basis will empower all members of our school to be successful in resolving conflicts. Another expectation of this program is that it will allow teachers to cover more curriculum while allowing students to receive help when issues arise. With this program, as students become more familiar with peer mediation there should be a reduction in classroom violence, verbal abuse, fights and criminal activity. Lastly, this program can provide students and staff members the skill necessary to resolve conflicts constructively in their personal lives, at home, in school, at work and in the community.

Appendix A : Parent Letter

Sample Document

May 10, 1996

Dear Parents:

Peer Mediation is a leadership training program at Summit Intermediate School. During the last six weeks of this school year the leadership class will be participating in natural helper training. These students must meet criteria of caring about other, being a good listener and having good grades. Your child meets these requirements and has expressed a desire to be trained in peer mediation. The Peer Mediator program was designed to benefit the student who is a helper, and he/she in turn can help many other students. Your child will learn listening skills and how to respond to other, share thoughts and feelings, make decisions, build self-concept (in themselves and others), develop leadership qualities, and communicate effectively. This is a building program. After your child develops these skills, he/she will be qualified to teach these skills to other students in small groups of eight to ten.

Students who need tutoring in their academic skills will be helped. Students new to Summit Intermediate will

meet with peer helpers, as will 5th graders who will come to our school in the fall. Peer Mediators also present plays to the classes and help the teachers in classroom activities.

This program has unlimited possibilities. Since this is our first training program, your child, if he/she decides to continue, will be able to work with groups in 6th, 7th, and 8th grade next year and may also wish to continue this program in high school. Of course, the program is completely voluntary. The students will not miss an academic class. They have chosen Leadership/Peer Mediators in place of an elective.

If you have questions about the program, please call either of us. We will be happy to talk with you.

Thank you.

Sincerely,

Jennifer Arjo, Teacher

Maureen Jacks, Teacher

Appendix B: Training Agenda

DAY 1	Morning
8:30-9:00	Ice Breaker
9:00-9:10	Welcome and Overview of Training
9:10-9:30	Introduction to Peer Mediation
9:30-10:30	Understanding Conflict
10:30-10:45	Break
10:45-11:15	Qualities and Role of the Peer Mediator
11:15-12:15	Communication Skills
12:15-1:00	Lunch
	Afternoon
1:00-1:15	Overview of the Peer Mediation Process
1:15-1:25	Preparing for Peer Mediation
1:25-1:40	Open the Peer Mediation Session
1:40-2:20	Gather Information
2:20-2:30	Break
2:30-3:00	Focus on Common Interests
3:00-3:15	Closure Activity

Day 2 Morning

8:30-9:00 Ice Breaker

9:00-10:00 Review and Role-Playing

10:00-10:30 Create Options

10:30-10:45 Break

10:45-11:15 Evaluate Options and Choose a Solution

11:15-11:45 Decide on follow-up sessions

11:45-12:30 Lunch

Afternoon

12:30-12:45 Ice Breaker

12:45-1:45 Review and Role-Playing Different Scenarios

1:45-2:00 Break

2:00-2:30 Supporting Yourself and Others

2:30-3:00 Closure Activities

Appendix C: Student Manual

PEER MEDIATION
STUDENT HANDBOOK

How I See Myself- 30 Characteristics

Rate yourself on a scale from 1 to 5 on the following 30 characteristics. The 5 means you have a lot of that characteristic. The 1 means you have none, and 3 means you are about average.

Go with your first thoughts and be honest. There are no right or wrong answers or good or bad characteristics. This will be confidential unless you choose otherwise.

1.	Happy	1	2	3	4	5
2.	Athletic	1	2	3	4	5
3.	Follower	1	2	3	4	5
4.	Responsible	1	2	3	4	5
5.	Enthusiastic	1	2	3	4	5
6.	Creative	1	2	3	4	5
7.	Intelligent	1	2	3	4	5

8.	Good Listener	1	2	3	4	5
9.	Aggressive	1	2	3	4	5
10.	Friendly	1	2	3	4	5
11.	Optimistic	1	2	3	4	5
12.	A Leader	1	2	3	4	5
13.	Shy	1	2	3	4	5
14.	Helpful	1	2	3	4	5
15.	A loner	1	2	3	4	5
16.	Competitive	1	2	3	4	5
17.	Clumsy	1	2	3	4	5
18.	Sincere	1	2	3	4	5
19.	Good Sense of Humor	1	2	3	4	5
20.	Outgoing	1	2	3	4	5
21.	Carefree	1	2	3	4	5
22.	Open (willing to share)	1	2	3	4	5
23.	Attractive	1	2	3	4	5
24.	Worried	1	2	3	4	5
25.	Like to Be In a Group	1	2	3	4	5
26.	Popular	1	2	3	4	5
27.	Angry	1	2	3	4	5
28.	Dependable	1	2	3	4	5
29.	Bored	1	2	3	4	5
30.	Confident	1	2	3	4	5

Processing the 30 Characteristics

1. I learned I was more _____ ,
_____, and _____ than I thought
and less _____ , _____
_____, and _____ than I thought.

2. Write a summary sentence about yourself using what you
learned from reviewing your ratings. You may want to begin
with:

I'm the kind of person who is _____

_____.

3. Three strengths I have are: _____ ,
_____ and _____.

4. The qualities I would like to have more of are:
_____, _____ and _____.

5. Discuss your findings with a partner.

Getting a Handle on Stress

1. **Work off stress.** If you are angry or upset, try to blow off steam physically by activities such as running or sports.
2. **Talk out your worries.** It helps to share worries with someone you trust and respect.
3. **Learn to accept what you cannot change.** If the problem is beyond your control at this time, try your best to accept it until you can change it.
4. **Get enough sleep and rest.** Lack of sleep can lessen your ability to deal with stress by making you more irritable.
5. **Balance work and recreation.** Schedule time for recreation to relax your mind.
6. **Do something for others.** Try to do something for someone else and get your mind off yourself.
7. **Take one thing at a time.** Prioritize the tasks that must be completed. Work on the most urgent task first.

8. **Give in once in a while.** Try giving in instead of fighting and insisting you are always right.
9. **Know your abilities and your limitations.** Many times stress is caused by asking yourself to do something you are not able to do.
10. **Organize yourself and your time.** Learn ways to help yourself keep up with what you have to do. Organization helps you avoid wasting time and energy.
11. **Avoid being a perfectionist.** Do your best, but don't be afraid of making a mistake. Learn from your mistakes.

Understanding People

The Comedian

Pete liked to make people laugh. Most people enjoyed his clowning and joking, including the teacher. The problem was that Pete clowned all the time, whether it was appropriate or not.

During a class discussion, Pete began to clown around, disrupting the discussion. Everyone laughed. Everyone but the teacher, that is. She reminded Pete that this was not the time for joking. He quieted down for a minute or two, but then he saw another opportunity to joke, and joke he did! The teacher reminded him again.

This went on four more times during the period: Joke-reminder-joke-reminder.

Questions:

1. Why does Pete clown around? What does he get out of this behavior?
2. What are some positive ways Pete could get attention?

Pushy Bill

Bill would interrupt conversations and finish the answer for other. Many times his classmates did not get their turns to talk because Bill had to tell the answer in his big, booming voice. He often whispered directions to other kids during study time, telling them what they should or should not do. Bill pushed and shoved his playmates out of the way so he could be first in line. He often argued when his friends said something. During a discussion, Bill would always feel he was right and had to have his way or be the winner in games. Many times, Bill became very cross if he couldn't be the most important one in the group.

Questions:

1. What do you think about Bill?
2. What was Bill trying to do?
3. Why do you suppose he did this?
4. Is it important for Bill to be first all the time?
5. Could Bill get power some other way? How?

Last-Place Paul

Paul was never in a hurry to go any place. Whether it was to lunch or to gym, Paul was always the last to leave the

room. He moved only if the teacher or another student reminded him. "Oh, come on, Paul. Hurry up!" "Oh!" he would reply, and slowly get out of his seat. "Step on it!" the teacher would command, and Paul would increase his speed a bit.

When assignments were handed in, Paul always turned his in last. Even then he only did it when the teacher said, "Paul, where's your assignment?"

Questions:

1. What do you think of Paul's slow behavior?
2. What happens when Paul moves slowly?
3. What are other ways students get attention by doing nothing?
4. What do you think a teacher can do if someone behaves like Paul?
5. How could we show Paul that he is an important person and that he doesn't have to drag his feet to get attention?
6. How is this story different from the previous attention story?

What's Her Name?

Carol was so quiet and shy that you would hardly know she was in the classroom. She always took her usual seat in the back of the room, close to the wall. As she moved toward her seat, Carol hung her head down to avoid eye contact with anyone. She rarely spoke to the other students or to the teacher only if she couldn't avoid speaking.

Carol was particularly nervous this morning. It was the middle of the second week of school and so far she had been lucky. Ms. Jordan hadn't asked her any questions in class discussion. But Carol was afraid her luck might run out, that today might be the day. She thought to herself, "I just don't know what I'll do if she asks me a question. I don't understand this stuff. I'm too dumb to learn this anyway!"

Ms. Jordan began the discussion. "Let's see, I still haven't learned all your names. The girl in the back, next to the wall..." Ms. Jordan glanced at a seating chart where students had put their names next to the seats they had chosen. "Carol, isn't it? Tell me, Carol, what is the answer to number one?" Carol froze with fear, as if she were having a nightmare. "Carol, do you know the answer?"

asked Ms. Jordan in a kind way. Carol sank into the chair and just shrugged her shoulders. Ms. Jordan looked uncomfortable and said, "Uh, okay, how about you, Roy?" After that, Carol's troubles were over. Ms. Jordan didn't call on her anymore. She was safe. No one would know how dumb she felt she was.

Questions:

1. What does Carol think of herself?
2. Is it possible she's not really dumb, but just thinks she is?
3. What kinds of things might convince people they are dumb even though they have average or above-average intelligence?
4. When do you feel as if you're dumb?
5. What can you tell yourself at times like that?
6. How could we help a student who feels inadequate?

Secrets

Heather told her friend Sara a big secret. Sara went around telling everyone the secret, so Heather hid Sara's gym clothes and Sara got a zero for not dressing out.

Questions:

1. How many of you have ever had a friend who told a secret?
2. What did you do?
3. How do you feel after getting revenge?
4. What is another way that Heather could have handled the situation?

Responding

Pretend that you are helping another student. The student says the following sentences. What would you say back to the student? Write a reply for each of these statements.

Boy, I really don't want to be here today.

That old Miss Smith, I hate her!

I just can't do anything right!

My mom always praises my older brother over me.

Joan likes Tracy and not me anymore.

Problem Ownership

When peer mediation is in action you will need to utilize four different communication skills: (1) Reflective Listening, (2) Exploring Alternatives, (3) I-Messages and (4) Handling Conflict. In order to decide which of the four skills to use, one will need to know who owns the problem.

Once the determination has been made on who owns the problem then the acceptance of responsibility can follow. Don't try to solve the problem for someone else because that can make the person dependent on you and thereby reduce his or her self-esteem. The other possibility is that it can

hinder the person's development in taking responsibility for his or her actions.

In order to decide who owns the problem, the following questions will help: (1) Who is being blocked from reaching a goal? (2) Who is upset? (3) Who is complaining or bringing up the issue?

Once the owner of the problem is identified you can choose the appropriate communication technique. If the person with whom you are helping owns the problem, begin with reflective listening and move to exploring alternatives. If you are the one with the problem, begin with I-messages and move to handling conflict.

Role Playing:

Student: "I hate my teacher because she gave me a D on my report and I thought I had an A or B because I really worked hard on it."

Peer Mediator: "Well, why don't you get your mother to call your teacher and get it straightened out?"

This response causes:

- 1.) cuts off communication
- 2.) takes responsibility away from the student to solve the problem

3.) is disrespectful (assumes that the student can't figure out what to do)

Helpful response:

Peer Mediator: "Sounds like your're pretty upset with your teacher because you think she graded your report unfairly."

This is a reflective listening response. The peer mediator would use more reflective statements to help the student explore the concerns. After all concerns are addressed an action plan would be decided on by the person with the concerns.

Role Play

The peer mediator has been tutoring the student for several sessions without success. The student is not motivated and is not paying attention.

Peer Mediator: "You make me so mad! You never bring a pencil, you don't bring the assignment, and you're always looking around. I'm sick and

tired of it! No wonder you're flunking 6th grade!"

This response causes:

1. uses blame and ridicule
2. attacks the person
3. leads to defensiveness and angry responses
4. does not acknowledge that the peer helper owns part of the problem

Helpful Response:

Peer Mediator: "John, when you don't bring your pencil, don't do the assignment, and don't pay attention, I feel frustrated because it makes me think you don't care about being tutored."

When your're being blocked from reaching a goal, it's your problem. I-messages and conflict management skills are appropriate. Through the use of I-messages blame or ridicule are not in existence. However, it is clear that the behavior is upsetting and describes how the peer mediator feels.

Who Owns the Problem?

Review the following scenarios and decide who owns the problem and which communication skill(s) should be used?

1. It's midnight and you have a big test tomorrow. You've been studying all night and you're ready to go to sleep. Your best friend calls with a big problem and he wants to talk to you about it. You want to go to sleep.
2. Your best friend is breaking up with his/her girl/boy friend and wants you to talk about it.
3. Your sister is using drugs and you're worried about her.
4. Your mother won't let you visit your friend because she thinks he's a bad influence.
5. Your younger brother depends on you to help him with his homework. He makes low grades when you don't help him, and you feel responsible for his success in school.

Communication Jammers

In order to have a satisfying relationship, you must communicate effectively. Much of our communication involves nagging, reminding, criticizing, threatening, lecturing, advising, and ridiculing. These are guaranteed to reduce

the quality of our relationships no matter how well intended the communications may be. It is important to identify the negative communication habits we use so we can begin to replace them with more helpful forms of relating.

1. **Ordering, Commanding**: "You must," "You will," "You have to."

This is a great way to create a power struggle-implies you are superior. Usually produces anger and resistance. A favorite counter to this jammer is "Make me." It is more helpful to ask for cooperation and to give choices:

"I would appreciate _____."

"Would you rather _____ or _____?"

"It's your choice; you can either _____ or _____."

2. **Warning, Threatening**: "If you do that, you'll be sorry."
"You'd better not do that if you know what's good for you."

Don't invite testing and threats unless you want a fight. This usually builds hostility. Consequences and action methods are more effective.

3. **Moralizing, Preaching**: The shoulds and oughts and musts
- trying to control by guilt.

Often the person only hears the control part and resists, without considering the reasons or consequences.

It's much more effective to listen, problem-solve: "Have you thought of what might happen...?" or "What do you think might happen if....?"

4. **Advising, Giving solutions:** "Now if it were up to me ..." or "What you should do is ..."

Don't give advice because often it is resisted. You don't want the person dependent on you; you want the person to think for themselves. The other concern is that if the person takes your advice and it doesn't work, guess who's held responsible?

5. **Lecturing, Giving logical arguments:** Trying to prove your point with "the facts": "You're wrong here," and "Yes but..."

Often people are well aware of the facts and resent being told them again and again. Trying to persuade with facts is usually not effective. Helping the person explore the goals, alternatives, and consequences of proposed action gives you much more influence in guiding the person.

6. **Judging, Ridiculing, Blaming, Name-calling, Sarcasm, Shaming, Put downs:** "How stupid." "You're just lazy." "It's all your fault." "Okay, big shot." "You're a spoiled brat." "You're not thinking clearly." "That's an immature point of view."

This is designed to motivate by making people feel inadequate and inferior. It usually succeeds only in making people defensive as they try to protect their self-image. The common responses are either to return criticism or seal feelings off and shut down communication and cooperation.

7. **Playing Psychologist, Analyzing and Diagnosing:** "The problem with you is ...," or "You're just jealous."

Telling people what their motives are and that you have them figured out is embarrassing, frustrating, and threatening. This is another way to shut off communication and guarantee the person won't share problems with you.

8. **Consoling:** The consoling person tries to keep from getting involved by treating the other person's feelings lightly: "It's really not that bad." "You'll feel better in the morning." "Don't worry, it'll all work out."

Sometimes people complain just to let off steam. They are not looking to solve a problem. When you offer a solution, you can complicate the issue and make them angry by making the issue larger than it might really be.

Nonverbal Communication

The communication process is nonverbal as well as verbal. Behavior expresses meaning, sometimes more clearly

than words. To be an effective communicator, one must tune in to body language and tone of voice. The following statistics will break down the communication process:

1. 70% of what we communicate is through **body language**.
2. 23% of what we communicate is through **tone of voice**.
3. 7% of what we communicate is through **words**.

This supports that How it's said is more important than What is said. Review the Do's and Don'ts of nonverbal communication.

	<u>DO'S</u>	<u>DON'TS</u>
EYES	good eye contact	staring, glaring shifting rapidly; no eye contact
VOICE VOLUME	loud enough to be heard clearly	too soft or too loud
VOICE TONE	communicating understand	communicating disinterest; gruff; sarcastic
FACIAL EXPRESSIONS	matching your own or the other's feeling; smiling	frowning, yawning, sighing scowling

	<u>DO'S</u>	<u>DON'TS</u>
POSTURE	leaning forward slightly relaxed	leaning away, slouching, crossing arms
MOVEMENT	toward	away

DISTANCE

arm's length

too close

too far

IDENTIFY THE FEELING

Read each sentence that follows and identify the most obvious feeling.

1. "I'm tired of doing what everybody tells me to do."
2. "You never listen to anything I say."
3. "Nobody trusts me."
4. "You always have time for everyone but me."
5. "I'm sick of school."
6. "Nobody around here ever does any work but me."
7. "I got an A on a math test today."
8. "We're going on vacation tomorrow."

9. "My sister is the family pet."

10. "When I'm alone, sometimes I feel like crying"

Reflective Listening

Communication jammers often stop communication and frequently make the other person feel put down. It is possible to help someone feel more respected and worthwhile, and that must happen before you can influence someone.

Practice the following model response:

"You feel _____ because _____."

(After practicing using this model, substitute words for

"You feel....," such as "You sound..." or "You seem...")

1. "I did it! I got a B on that science project."

2. "If John asks for one more 'special favor,' I think I'll scream."

3. "Do you think I'm doing this report right? Will it be good enough?"

4. "Why did the old bag make me stay after school anyway?
I wasn't the only one who was talking. I'd like to punch her in the nose."

5. "Go away; leave me alone. I don't want to talk to you or anybody else. You don't care what happens to me anyway."
6. "I can never do anything right. You're always picking on me."

Summarizing & Clarifying

After using the reflective listening response model try summarizing and clarifying questions to help explore the situation further.

Summarizing:

At appropriate intervals, summarize what has been said. Try to condense by stating key themes, topics, conflicts, or decisions to be made. Make your summaries tentative. Invite corrections. For example:

"John, let me see if I've got this straight. You're mad at Joe because he is ignoring you lately, but you don't know exactly what to do about it. Is that accurate?"

Some other methods of summarizing:

"It seems like the situation is _____. And you're trying to decide to _____ or _____."

"It sounds like you're saying _____."

"This is what I hear you saying: _____."

Summarizing does several things:

1. enables you to keep straight all the information by repeating the key parts at regular intervals
2. allows the helpee the chance to benefit from your organizing of his or her comments
3. gives the helpee an opportunity to correct your interpretations
4. lets the helpee know you're listening

Clarifying:

Often summarizing spurs the person being helped on to more exploring. However, sometimes clarifying questions are needed to aid the helpee in exploring the situation further.

The peer mediator should summarize first. If the helpee does not continue automatically, then use clarifying questions, such as:

"Could you explain more about that?" "Can you be more specific?" "Would you like to talk about it?" "Could you help me understand that more clearly?" "I'd be interested

in your point of view." "This is what I hear you saying:..." "How do you feel about that?" "Could you remember an example of that?"

When/When Not to Use

Reflective Listening

When To use Reflective Listening:

1. to begin a relationship of trust and caring
2. to help another person solve his/her problem
3. to learn how it feels to be in the other person's shoes
4. to help someone understand himself or herself better
5. when it's unclear to you what the other person is saying or meaning
6. to diffuse strong emotions

When Not to use Reflective Listening:

1. when the other person is asking for specific information

2. if the person is trying to manipulate you by bringing up the same or similar problem time after time and has no intention of solving the problem

Exploring Alternatives Model

When you are helping someone explore alternative ways of handling a problem, it's helpful to follow a pattern similar to the one below.

1. Have the person brainstorm as many ways of handling the situation as possible.
2. Assist the person in evaluating the pros and cons of the proposed alternatives.
3. Have the person choose the alternative he or she thinks is best.
4. Ask for a commitment on when the person will put the plan into action.
5. Set a time for follow-up and evaluation of the plan.

When you help someone in choosing a solution, try not to give advice. There are several reasons why giving advice is not helpful.

1. Advice takes the responsibility away from the person with the problem.
2. Advising won't be a learning process to help with future problems.
3. The person may not want to do what you say.
4. If the advice fails, you are held responsible.

Exploring Alternatives

What is the problem?

What are the alternatives? (Brainstorm as many as possible.)

1.

2.

3.

4.

5.

What are the consequences of each alternative?

1.

2.

3.

4. _____

5. _____

Choose one alternative and when you plan to begin to use it.

Set a time to evaluate.

When you help someone in choosing a solution, try not to give advice. There are several reasons why giving advice is not helpful.

1. Advice takes the responsibility away from the person with the problem.
2. Advising won't be a learning process to help with future problems.
3. The person may not want to do what you say.
4. If the advice fails, you are held responsible.

Exploring Alternatives

What is the problem:

What are the alternatives?

1. _____

2. _____

3. _____

4. _____

5. _____

What are the consequences of each alternative?

1. _____
2. _____
3. _____
4. _____
5. _____

What are the consequences of each alternative?

1. _____
2. _____
3. _____
4. _____
5. _____

Questions and Suggestions **to Generate Alternatives**

To help a person explore alternatives, especially when the person seems stuck, the following series of questions and statements are usually helpful.

1. Summarize the situation and what has been tried.
2. Ask: "What else have you tried?"
"What have you thought about trying?"
"What do you think might work?"

3. If the person cannot generate plausible alternatives, you can comment:

"Have you considered _____?"

"I wonder what would happen if _____?"

"What do you think would happen if _____?"

Sometimes it's appropriate to offer suggestions.

Suggestions should: (1) offer choice (2) be tentative (3) leave responsibility for trying or not trying with the person you're helping.

Suggestions should be offered as another alternative for the person to consider. Don't put the person down for not accepting your suggestion.

I-Messages

When your goals, rights, or safety are being interfered with, I-messages are the most appropriate way to communicate what the conflict is to the other person.

I-messages show your concern in a calm and respectful way.

Commonly we use you-messages instead, which accuse and blame and are usually said with anger or sarcasm.

Listed below are the messages we send with I-messages and you-messages.

I-messages	You-messages
show respect for the other person	do not show respect
tell how you feel	blame, cause hurt and anger
tell what you want to happen	accuse, ridicule, criticize

A typical I-message has three parts, which can come in any order. "I feel (state feeling) when you (describe specific behavior) because (state how it affects you)."

Examples:

1. "I feel angry when you tell something I told you in secret because I didn't want anyone else to know."
2. "I feel irritated when you back out of going at the last minute because it leaves me stuck with no one to go with."

I-Messages Practice

Think of three situations where you are in conflict with someone. State the problems briefly below:

1.

2.

3.

In groups of three, take turns being the person who owns the problem. The speaker states her or his concern using an I-message. The other two students give feedback to the speaker on the accuracy of this I-statement using the "I-Messages Checklist."

I-Messages Checklist

A. Did you:

1. say in one brief sentence what you were mad about?
2. describe the specific behavior that was upsetting?
3. tell the person how you felt about the behavior?
4. state how the behavior affects you?

B. Were you careful not to:

1. blame, put down, or criticize?
2. bring up the past, threaten, or accuse?

3. get caught up in winning rather than solving the conflict?

Handling Conflict

When you're angry, it's easy to be disrespectful to the other person. However, we know that put-downs reduce your chances of winning cooperation in solving conflicts.

When Below are seven points to keep in mind when solving conflicts.

1. Rate how angry you are on a scale of 1 to 10. If you're at 9 or 10, cool off first to a 7 or 8 range.
2. Avoid these errors:
 - a. interrupting
 - b. bringing up the past
 - c. bringing in allies
 - d. trying to win rather than solve the problem
 - e. blaming
 - f. name-calling and other put-downs
3. Tell the person what you're angry about in one brief sentence.
4. Reflect back the other person's comment.
5. Brainstorm possible solutions with the other person.

6. Weigh the pros and cons of each alternative.
7. Decide on a plan and put it to work. Set a time to check out how the plan is working.

Practice in Handling Conflict

1. Choose a conflict, either one from the I-message practice sheet or a new conflict.
2. In pairs, take turns discussing how you would normally handle the conflict without using the new information you have learned.
3. Using the conflict sheet as a guide, pick out your errors.
4. Handle the conflict in the new way you have learned.

Conflict: _____

How I would normally handle conflict: _____

How I would handle conflict using the new information: _____

Group Leadership Skills

The communication skills you have just learned deal mainly with individuals. Since you will also be working with small groups, it is important to learn group leadership skills.

We'll be learning seven group leadership skills for you to use. Each person will have a chance to use these skills by leading a discussion with the rest of the group.

Group Leadership Skills - Explanations

The group leadership skills are listed below. A detailed explanation of each skill follows.

- | | |
|----------------|-----------------------------|
| -personalizing | -responding to each comment |
| -structuring | -involving |
| -modeling | -summarizing |
| -connecting | |

Personalizing -This skill has two important parts. The first is making sure the group is sitting in a circle so everyone can see everyone else's face without having to move. The second is making sure the leader knows the names of all group members and uses their names frequently when responding to the members' comments.

Structuring -This skill is used to explain the topic and time limit. "For the next few minutes we'll be discussing

friendship." Structuring is also used to get the discussion back on the topic when it digresses.

Modeling- Showing the group how you want them to respond. The leader usually goes first when everyone is asked to respond.

Connecting- Building a sense of belonging and acceptance by helping participants see that others share their ideas and concerns. ("Who else has had that experience?" "How many of you have ever felt that way?") Another way to connect is to link comments of participants. ("Juan, that sounds a lot like what Venetta was saying earlier.")

Responding to Each Comment- To encourage participants to discuss freely, it is important to reinforce each comment. Using names is important. ("Okay, Maria, thank you. Lucy, how about you?") The leader can paraphrase the participant's comment. ("So, Carl, you like to be with people who share some of your interests.") Reflecting the feeling is also a reinforcing response showing the leader understands. ("Jenny, it seems as if you feel pretty excited about that.")

Involving Everyone- Two techniques to get everyone involved are the go-round and the hand raise. The go-round lets everyone know you expect a response from each group member.

When using the go-round, give some time to think before beginning. The leader usually goes first to model. ("I'd like you to think of some qualities you look for in a friend. I'll give you a moment to think of two or three; then we'll go around and hear the ideas from each of you.") If a group member doesn't have a response when her or his turn comes, ask, "Would you like me to come back to you?" or "I'll check with you in a minute." In addition, good eye contact and looking interested in each comment, nodding your head, and asking follow-up questions are important ways to keep participants involved. The hand-raise technique simply involves asking participants to raise their hand if the statement applies. Often the request to raise the hand is done nonverbally when the leader raises his or her hand. ("How many of you have ever been in a group where one person tried to dominate?" Leader raises hand.)

Summarizing- This skill can be used during the discussion or at the end. The leader can summarize or ask participants to summarize. The summary brings the focus back to the purpose of the discussion. An open-ended and personalized summary is often effective.

Examples

The following is an example of what we expect to do when we lead a group discussion. When you practice leading a group, you will be given feed-back on each of these.

Personalizing- "Let's get our chairs in a circle so we can all see each other easily." "My name is Reggie, and before we get started I'd like to learn your names. Could we start with you and just go around saying your first name?" "Okay, let's see if I have them all; you're Jim..."

Modeling- "Is everyone ready? Good, I'll go first..."

Structuring- When Maria starts getting off the topic, the leader says, "I'd like to hear about that, Maria, but I'm concerned we won't get finished if we don't move on."

Connecting- "Carlos, I've noticed that you and Jim enjoy doing a lot of the same things. Can anyone else remember some idea some of us had in common?"

Responding to Each Comment- This is very important to do at the beginning. It sets the tone. Making it safe to respond is critical. See examples from the explanation about this above.

Involving Everyone- In addition to the go-round and some "How many of you" hand-raise questions, we stress the

nonverbals of eye contact, leaning forward, looking interested, and asking clarifying questions.

Summarizing- "We're almost out of time, and I'd like us to think about what we've talked about. What are some of the things we discussed?" The leader fills in any gaps.

"To end, I'd like you to complete this sentence: 'One thing I learned or relearned today was _____.'
I'll give you a minute to think, then we'll hear from everyone."

Attitudes

In order for these skills to be effective, the group leader needs to communicate certain attitudes such as:

-acceptance	-warmth	-enthusiasm
-being nonjudgmental	-friendliness	-avoiding sarcasm

Nonverbals

Some nonverbals that go with these attitudes are:

-good eye contact	-leaning forward
-appropriate voice tone & volume	-looking interested

Adapted from "Peer Helping; A Training Guide," J. Weston Walch, Publication No. (ISBN) 0-8251-1665-1

Appendix D:

Conflict Diagram

Source of Conflict

Unmet Basic Needs:

Belonging

Power

Freedom

Fun

Limited Resources

Time

Money

Property

Different Values

Convictions

Priorities

Principles

Conflict

Responses To Conflict

Avoidance

Withdrawal

Ignoring

Denial

Confrontation

Threats

Aggression

Anger

Communication

Understanding

Respect

Resolution

Appendix E:

Teacher Needs Assessment Survey

1. I feel students would benefit from a peer mediation program. Yes No
2. I feel student to student conflicts would be reduced if students had the skills to resolve their own conflicts Yes No
3. As an advisory teacher, I would use the peer mediators in my classroom Yes No
4. As a teacher, I feel it is important for me to understand the mediation process. Yes No
5. As a teacher I see the following areas as concerns for my students:

Peer Pressure	Yes	No
Family Issues	Yes	No
Substance Abuse	Yes	No
Sexual Pressure	Yes	No
Stress	Yes	No
School	Yes	No
Acceptance by Peers	Yes	No
6. Please list any other areas of concern that plague your students:

Appendix F:
Student Needs Assessment Survey

- | | | |
|---|-----|----|
| 1. I would rather talk to a peer than an administrator when dealing with a personal problem | Yes | No |
| 2. I would use a peer mediator to help me resolve a conflict I am having | Yes | No |
| 3. I would be comfortable talking to a peer mediator about the following: | | |
| Peer Pressure | Yes | No |
| Family Issues | Yes | No |
| Substance Abuse | Yes | No |
| Sexual Pressure | Yes | No |
| Stress | Yes | No |
| School | Yes | No |
| 4. I would feel more comfortable using the peer mediators if I knew how the program works. | Yes | No |
| 5. Please list areas of concern that you would talk to a peer mediator about. | | |

Appendix G:
Staff Evaluation

- | | |
|---|----------|
| 1. I felt students benefited from the peer mediation program | Yes No |
| 2. I feel student-student conflicts were reduced. | Yes No |
| 3. I used the peer mediators in my advisory class | Yes No |
| 4. I feel I have a good understanding of how the peer mediation process works | Yes No |
| 5. These are the areas I see as needing improvement: | |

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